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AUTHOR Hargroves, Jeannette S.
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ABSTRACT

In an effort to improve conditions for young Boston residents, a compact has been made between the Boston Public Schools and the city's businesses, universities, and cultural organizations. The cooperative project aims to upgrade the city's high schools and to increase annually the number of graduates placed in jobs and enrolled in postsecondary institutions. As part of this effort, a sample survey was conducted in January 1983, to find out what 1982 Boston public high school graduates were doing. Results indicated that just over 50 percent were attending school; among the remainder, 80 percent were employed. This report details the survey methodology and its findings. Statistical data are provided which indicate (1) educational and employment status of 1982 graduates; (2) college enrollment rates; (3) work status of higher education enrollees; (4) term (e.g., 2-year college, 4-year college) of higher education enrollment; (5) type of higher education school program; (6) time of enrollment decision; (7) employment/unemployment rates; (8) type of work; (9) time of present job start; (10) source of present job; (11) anticipated job duration; and (12) public/private and in-State/out-of-State higher education enrollment. Most of these data are broken down by race, while some of the tables additionally indicate rates by sex and/or by high school type. Tabular results also are outlined in a discussion format. Survey response rate and statistical bias are other issues that the report addresses briefly. (GC)

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A Boston Compact Report

ED245011 MAY 18 1984

# Boston Public Schools: Class of 1982

## A Follow-up Study

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Jeannette S. Hargroves



Federal Reserve Bank of Boston • Community Affairs Department • October 1983

The following organizations and people contributed significantly to this report.

**Boston School Department:**

ROBERT PETERKIN
Deputy Superintendent,
School Operations

RONALD SPRATLING
Executive Assistant,
School Operations

AL LAU
Manager,
Information Service Department

**Boston Student Advisory Council:**

JACQUELINE AQUILO
KENNY AVERETT
JIMMY BRIGHT
SUSANNE CEDOR
BRENDAN DOHERTY
DOROTHY MARTIN
FRANCIS McBRIEN
DEANNA PALMER
CARL WALKER
SABRINA WARE

**Northeastern University:**

DR. ANDREW SUM
Director,
Center for Labor Market Studies

**School Volunteers of Boston**

**Federal Reserve Bank of Boston:**

JOHN USTACH
Section Head, Computer Liaison Section,
Research Department

IRENE LUBY
Administrative Assistant,
Community Affairs

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A Boston Compact Report:
October 1983

# Boston Public Schools: Class of 1982

## A Follow-up Study

**Jeannette S. Hargroves**

Federal Reserve Bank of Boston
Community Affairs Department

The Federal Reserve Bank of Boston has prepared this report on behalf of the Boston Compact in cooperation with the Boston School Department.

## INTRODUCTION

Young inner city high school graduates entering the labor force today face enormous obstacles. Many lack the skills demanded by the rapidly changing workplace. Their inadequate educational preparation has generated national concern as we approach a decade when the teenage population will shrink by over 20 percent. Recent national studies urgently call for a partnership of government, business, labor, and education to revamp our educational system and smooth the transition of youth from school to work.

In an effort to improve conditions for young Boston residents, a compact has been made between the Boston Public Schools and the city's businesses, universities, and cultural organizations to upgrade Boston's high schools. One major goal is to increase by 5 percent annually the number of high school graduates placed in jobs and enrolled in post-secondary educational institutions.

As part of that effort, a sample survey was conducted in January 1983 to find out what 1982 Boston public high school graduates are doing seven months after graduation. The results show that slightly more than one-quarter are working and just over half are attending school. Of the graduates in the labor force, 80 percent are employed.

Section I of this study presents a summary of findings and discussion, comparing Boston graduates with other high school graduates across the country. Section II describes how the survey was conducted and characteristics of the sample subjects. Section III presents the results of the survey.

## I. SUMMARY OF FINDINGS AND DISCUSSION

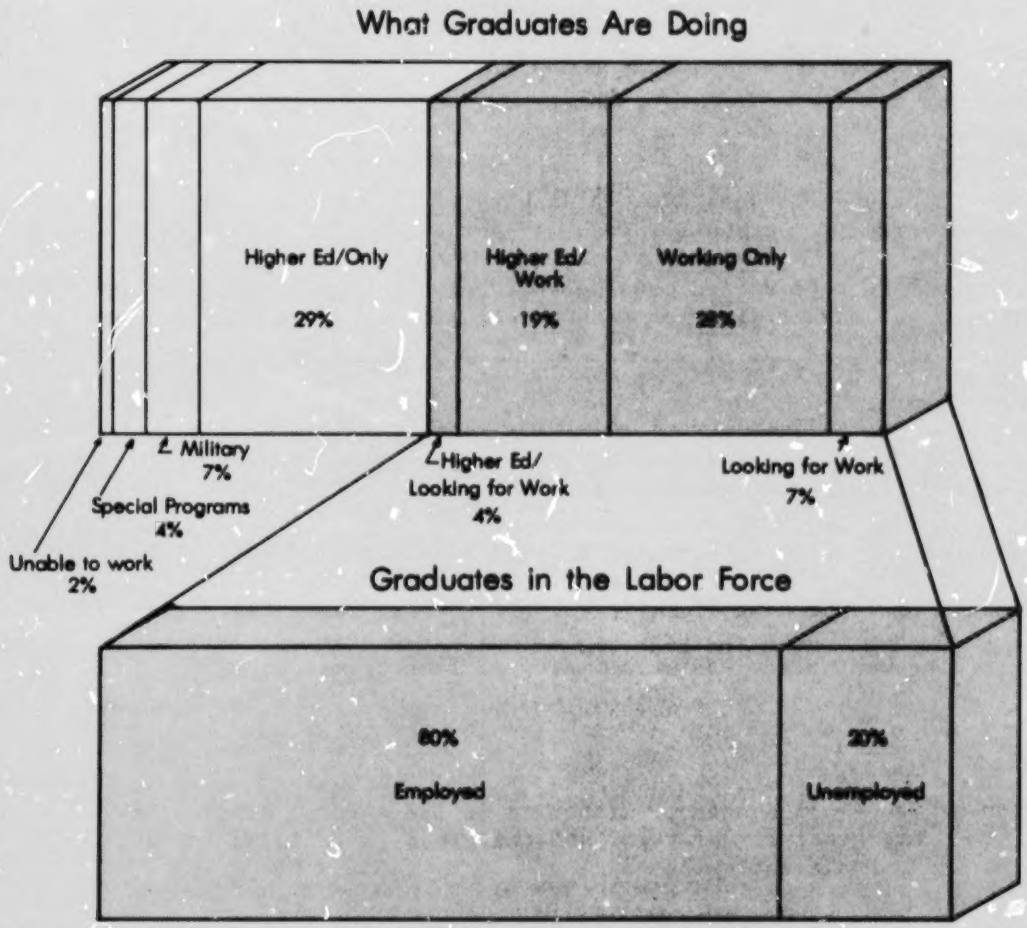
Findings for this study are based on a sample of approximately ten percent of 1982 Boston Public School graduates.

WHAT GRADUATES ARE DOING Page 15

- Over one-quarter of 1982 respondents are working, roughly one-half are going to school, and the remainder are looking for work, unable to work, in the military, or in special programs.

- Of the respondents in the labor force, 80 percent are employed.

Chart 1




Source: Table A-1, Table A-6, Appendix
Note: All Charts are for Sample of 1982 Boston Public School Graduates

GRADUATES IN HIGHER EDUCATION Page 16

- Higher education enrollment rates vary by race: black (49 percent), white (56 percent), Asian (83 percent).[1]
- Of the exam school respondents, 78 percent go on to higher education as compared with 45 percent of magnet/district school respondents.[2]
- Half of respondents in higher education are working while studying or looking for work. A larger number of whites and Asians are working while attending school (41 percent and 36 percent of graduates) as compared with blacks (22 percent).
- Close to two-thirds of higher education respondents attend a four-year college (64 percent), as compared with 20 percent enrolled in two-year colleges and 15 percent in training programs of less than two years.
- Three-quarters of respondents in higher education decided before graduation to enroll in post-secondary schools.

UNEMPLOYMENT RATES Page 20

- The respondent unemployment rate in January of 1983 was 20 percent: blacks/Hispanics, 26 percent; whites, 17 percent; Asians, 0 percent.
- The unemployment rate varied considerably between exam school respondents (5 percent) and magnet/district respondents (24 percent).

GRADUATES WORKING Page 21

- Over two-thirds of employed respondents are in retail trade or services, with large differences between races.
- Approximately 70 percent of employed black female respondents are in service related jobs with 24 percent in retail trade and finance/insurance. Sixty percent of employed white female respondents are in retail trade and finance/insurance with only 20 percent in services. The difference between black and white males is less dramatic.

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[1]Because of the small number of Hispanics in the survey, discussions about the group are generally omitted, and the group is included in "other" for race in the appendix tables.

[2]Examination Schools - enrollment determined by examination.
Magnet Schools - enrollment open to all students in the city.
District Schools - enrollment based on residence in district.

GRADUATES WORKING (cont.)

- One-half of employed respondents are currently at jobs they started while in high school.
- Roughly three-quarters of employed respondents found jobs through relatives, friends, or on their own with large differences among races and by sex.
- White male, black male, and white female respondents found jobs on their own two and a half times more often than black female respondents.
- Almost half of working black females found their jobs through school.
- Two-thirds of working respondents expect to stay at their jobs for more than a year.

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This study is based on the responses of 60 percent of the sample. In any survey, the differences between respondents and nonrespondents can bias the findings. Because of this concern, several precautionary steps were taken. These steps are explained on page 13, under Nonresponse Bias. The results show that differences between respondents and nonrespondents could cause some upward bias, but the bias does not appear to be extreme.

## DISCUSSION

This study, a follow-up on Boston Public School graduates seven months out of school, is a small first step toward understanding how well Boston graduates do. Because it is not a longitudinal study, many questions remain unanswered.

### Graduates in Higher Education

The study found that roughly one-half of graduates went on to college after high school, a rate similar to that for young people in inner city metropolitan areas across the country (Table 1). This study does not tell us, however, how many of these students will graduate from college. This question is particularly important for Boston since over three-fifths of higher-education enrollees are going to four-year colleges. How well do they do? Does the high enrollment in four-year colleges reflect a school counseling bias for four-year rather than two-year colleges?

TABLE 1

COLLEGE ENROLLMENT STATUS FOR U.S. HIGH-SCHOOL GRADUATES 18 AND 19 YEARS OLD CENTRAL CITY, BY RACE, OCTOBER, 1979

| | U.S. High-School Graduates | | | | | |
|---|---|---|---|---|---|---|
| | Total | | In College | | Not Enrolled in College | |
| Age | No. | % | No. | % | No. | % |
| 18 and 19: | | | | | | |
| TOTAL | 1523 | 100 | 763 | 50 | 760 | 50 |
| White | 1151 | 100 | 578 | 50 | 573 | 50 |
| Black | 323 | 100 | 155 | 48 | 168 | 52 |

Source: U.S. Bureau of the Census, Current Population Reports, Population Characteristics p. 20, No. 360, Table 2, April 1981.

One reason for Boston's enrollment rates may be Massachusetts' highly developed public education system and the abundance of educational institutions in the city. Statewide in Massachusetts, 59 percent of 1982 high school graduates are enrolled in post-secondary education. In Springfield, the

second largest city in Massachusetts, 45 percent of high school graduates are enrolled in higher education. In a city like Boston where many educational options are available, more research is needed on the numbers of students who go to school as a last resort when jobs are unavailable and on the success rate of those enrolled in college.

Graduates Working

The survey also raises many questions concerning young people's employment. Although a student may be employed, what is the quality of the job? Have young people remained in their high school jobs by choice or because they can't move up? This study did not ask working students if they were looking for another job or information about their future plans and aspirations. Consequently, it does not reveal the gap between where they are and where they want to be.

A comparison of local and national employment rates shows Boston's graduates compare favorably. In our sample 20 percent of graduates in the labor force were unemployed: for blacks/and Hispanics, the rate was 26 percent; for whites, 17 percent; and for Asians, 0 percent. National data on the labor status of 1982 high school graduates not enrolled in college show a slightly higher unemployment rate for the population than for our Boston graduates. The national rate for blacks was almost twice as high as that in this study (Table 2, page 7).

A major goal of the Boston Compact is to decrease the unemployment rate of graduates.[3] Research on young people's school-to-work transition shows a strong relationship between hours worked while in high school and both weeks

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[3]This survey is designed to provide useful information about graduates for the Compact, but because there is often a margin of error in a sample of this nature, the survey results are not to be considered an exact baseline for measuring Boston Compact success.

worked and wage rates in the first four years after graduation.[4] This survey shows that one-half of employed graduates were still working at their high school jobs and suggests that an important step to increase the number of employed graduates in Boston would be to strengthen supervised work programs while young people are in school. The relationship between school/work programs and later employment needs to be more fully examined.

TABLE 2

UNEMPLOYMENT RATES OF 1982 U.S. HIGH SCHOOL GRADUATES FROM CLASS OF 1982 WHO DID NOT ENROLL IN COLLEGE AND BOSTON PUBLIC SCHOOL CLASS OF 1982 GRADUATE SAMPLE WHO DID NOT ENROLL IN COLLEGE BY RACE

| | Total | White | Black |
|---|---|---|---|
| U.S. High School Graduates Class of 1982 Not Enrolled in College | 26.3 | 21.4 | 58.0 |
| Boston Public School High School Graduate Sample Class of 1982 Not Enrolled in College | 20.7 | 19.1 | 22.5 |

Source: U.S. Bureau of Labor Statistics Press Release, "Student Labor Force Continues to Decline," April 1983.

Since 1982 the Boston Compact through the Boston Private Industry Council has been making major efforts to develop jobs for young people. Although employers may tend to regard teenage workers as temporary (working roughly 6-8 months), this study suggests that youth are not as transient as one might think. In addition to the fact that so many graduates are working in their

[4]Robert H. Meyer and David A. Wise, The Transition from School to Work: The Experience of Blacks and Whites. National Bureau of Economic Research, Inc., Working Paper No. 1007, p. 1.

high school jobs, 65 percent of working graduates reported that they expected to stay at their jobs for more than a year. This lack of movement may be caused by graduates' lack of skills which limits their mobility or by a scarcity of jobs in January 1982 which caused young people to hold on to jobs longer. Regardless of the reason, the data suggest employers benefit from training high school students.

Many concerns have been raised about the basic skill levels of Boston high school graduates. For this study, the grade point average of each student in the sample was obtained. In their senior year both the respondent and non-respondent groups had roughly a 2.5 average, the equivalent of a B minus average. Given the high level of concern, this grade average appears high and suggests that the marking system may be lenient and in need of review.

This study focuses only on high school graduates. As a result, the employment picture painted by it is significantly better than for young people as a whole. In Boston, it is estimated that over 40 percent of public school students leave school prior to graduation. The 1980 census data show that in Boston there are over 3,000 unemployed high school dropouts age 16-19. Nationally only one-half of black dropouts and two-thirds of white dropouts are in the labor force with exceptionally high unemployment rates. These out-of-school youth, as well as those in school, need the attention and concern of private and public sector leaders.

## II. STUDY METHODS

The subjects for this study were randomly selected from the 1982 graduating class of the Boston Public Schools. The original sample numbered 505 students, 15 percent of the 1982 class of 3,317 students. A letter explaining the purpose and method of the survey was sent to each subject.

The Boston Public Schools' Student Advisory Council, made up of elected student leaders from each of the high schools, and School Volunteers of Boston conducted the interviews by telephone in December 1982 and January 1983. If a subject was not living in the Boston area, the questionnaire was given to the graduate's parent or guardian. If a graduate had no phone, a letter was sent requesting the respondent to call. In all, information was obtained on 309 graduates, 9.3 percent of the graduating class.

Questionnaire:

The survey was based on a multiple choice questionnaire (Appendix B) that took approximately five minutes to administer. The interviews were conducted in English or Spanish.

Subjects were asked what they were doing at the time the survey was conducted. If the subject was attending school, questions were asked about the amount of school time, type of school and school program, and when the decision to attend school was made. Working subjects were asked for information about their jobs, when they had started, how they had found their work and if they planned to stay. If subjects were looking for work, they were questioned about the amount of time they wanted to work and their job histories since graduation.

Nonrespondents:

Roughly three-fifths of the randomly selected subjects completed the questionnaire. Most of the others could not be reached. Only 3 percent refused to answer. Table 3 shows the reasons for nonresponses.

TABLE 3

REASONS FOR NONRESPONSE

| | No. | % |
|---|---|---|
| Unable to Reach* | 166 | 33 |
| Refusals | 14 | 3 |
| Language Barrier | 12 | 2 |
| Not Graduates | 4 | 1 |
| Subtotal | 196 | 39 |
| Responses | 309 | 61 |
| TOTAL | 505 | 100 |

| | | % |
|---|---|---|
| *Category includes: | moved, no forwarding address | 14 |
| | wrong number/reassigned | 50 |
| | no phone | 29 |
| | no answer | 7 |

Respondent Characteristics:

In this sample survey, the characteristics of the subjects differ somewhat from those of the graduates as a whole. Table 4 compares the total graduating class and the survey respondents by race, sex, and school category (examination, magnet, or district). The survey sample had a higher proportion of whites and Asians and fewer blacks and Hispanics than the total class had. This difference was statistically significant.

While Hispanic students accounted for 9 percent of the graduating class, respondents numbered only 4 percent (13 students). Because of this small number, Hispanic data are included in "other" for race in most sections and discussions about the group are omitted.

TABLE 4

CLASS OF 1982:
TOTAL POPULATION AND SURVEY RESPONDENTS
BY RACE, SEX, SCHOOL TYPE

| | TOTAL POPULATION | | SURVEY RESPONDENTS | |
|---|---|---|---|---|
| RACE | No. | % | No. | % |
| Black | 1524 | 46 | 122 | 40 |
| White | 1178 | 36 | 140 | 45 |
| Asian | 242 | 7 | 29 | 9 |
| Hispanic | 301 | 9 | 13 | 4 |
| Amer. Indian/Other | 72 | 2 | 5 | 2 |
| TOTAL | 3317 | 100 | 309 | 100 |
| SEX | | | | |
| Males | 1634 | 49 | 175 | 57 |
| Females | 1683 | 51 | 134 | 43 |
| TOTAL | 3317 | 100 | 309 | 100 |
| SCHOOL TYPE | | | | |
| Exam | 641 | 19 | 76 | 24 |
| Magnet | 1054 | 32 | 95 | 31 |
| District | 1618 | 49 | 138 | 45 |
| TOTAL | 3313 | 100 | 309 | 100 |

The second difference in the sample was the predominance of males, particularly white and Asian males. Although the graduating class was almost half male, the white respondents were 62 percent male, the Asian respondents

66 percent male. In contrast, the black group had a fairly equal male/female ratio. This difference between sample and the class also was statistically significant.

The reasons for the male/female sample difference are hard to determine. The 14 people who refused to respond were equally divided between males and females thus dispelling the notion that females are less cooperative with telephone surveys than males. One possible explanation is that married women change their names and move, making follow-up more difficult.

One other sample difference should be noted. The sample had a larger percentage of exam school students (24 percent) than the graduating class (19 percent, Table 5). The difference, however, was not statistically significant at a .01 level of confidence.

TABLE 5

CLASS OF 1982: TOTAL POPULATION AND SURVEY RESPONDENTS BY HIGH SCHOOL

| High School | Total Population No. | % | Survey Respondents No. | % |
|---|---|---|---|---|
| Exam | | | | |
| Boston Latin Academy | 103 | 3 | 18 | 6 |
| Boston Latin School | 283 | 8 | 36 | 12 |
| Boston Technical | 255 | 8 | 22 | 7 |
| SUBTOTAL | 641 | 19 | 76 | 25 |
| Magnet | | | | |
| Boston High School | 111 | 3 | 8 | 3 |
| Copley Square High | 114 | 4 | 9 | 3 |
| English High School | 352 | 11 | 32 | 10 |
| Madison Park High School | 369 | 11 | 36 | 12 |
| Mario Umana School | 108 | 3 | 10 | 3 |
| SUBTOTAL | 1054 | 32 | 95 | 31 |
| District | | | | |
| Brighton High School | 195 | 6 | 18 | 6 |
| J. E. Burke High School | 117 | 4 | 4 | 1 |
| Charlestown High School | 167 | 5 | 21 | 7 |
| Dorchester High School | 165 | 5 | 16 | 5 |
| East Boston High School | 197 | 6 | 22 | 7 |
| Hyde Park High School | 220 | 7 | 22 | 7 |
| Jamaica Plain High School | 201 | 6 | 11 | 4 |
| South Boston High School | 143 | 4 | 7 | 2 |
| West Roxbury High School | 213 | 6 | 16 | 5 |
| Other | | | 1 | 1 |
| SUBTOTAL | 1618 | 49 | 138 | 45 |
| TOTAL | 3313 | | 309 | |

Nonresponse Bias

This study is based on the responses of 60 percent of the sample. In any survey, nonresponse bias is a concern. Because of the large percentage of nonrespondents in this study (40 percent), several steps were taken to address this problem.

First, to correct for the underrepresentation of blacks and Hispanics and magnet/district school students, we based the survey results on weighted computations where appropriate to reflect the racial composition and school type of the true population. Second, we attempted to determine whether students in the nonrespondent group differed from those in the respondent group in any way that would affect their ability to succeed in finding employment or going on to higher education. If, for example, the socio-economic level of the respondents were higher than that of the nonrespondents, the survey results on employment rates and educational status would likely be biased upward, because students in a higher socio-economic level are more likely to have better opportunities for employment and higher education. One measure of socio-economic status is whether the student's family had a phone. Twenty-five percent of nonrespondents did not have phones while only four percent of respondents were without phones. This indicates that the survey results are biased upward to some extent due to socio-economic differences between respondents and nonrespondents.

Two other indicators of future school and employment success are high school absentee rates and grade averages. A comparison of these measures for respondents and nonrespondents showed little difference (Table 6, page 14). This indicates that differences between respondents and nonrespondents are less severe than the evidence concerning socio-economic level alone suggests.

In summary, although the slightly higher socio-economic level of respondents (evident from the no phone group) causes some upward bias, the bias does not appear to be extreme.

TABLE 6

GRADE POINT AVERAGE AND DAYS ABSENT OF RESPONDENTS AND NONRESPONDENTS IN 1981-1982 SCHOOL YEAR

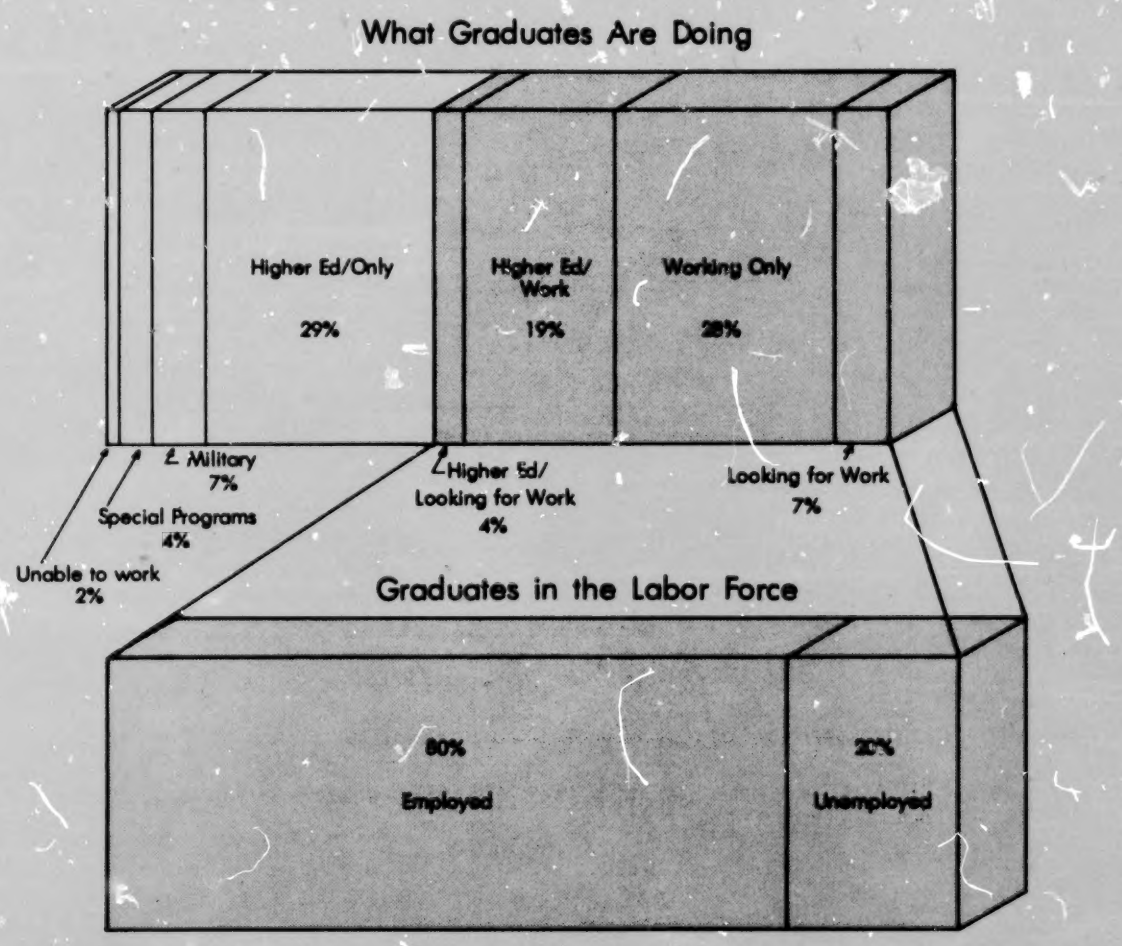
| | Grade Point Average | Days absent, 1981-1982 |
|---|---|---|
| Respondents | 2.5 | 19 |
| Nonrespondents | 2.4 | 22 |

## III. SURVEY RESULTS

WHAT GRADUATES ARE DOING

- One-half are attending college.
- Approximately one-quarter are working only.
- Of the graduates in the labor force, 80 percent are employed.

Chart 1



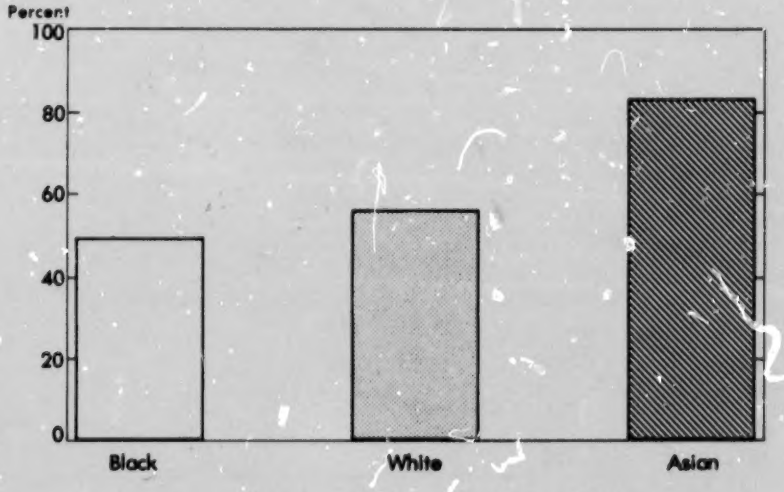

Source: Table A-1, Table A-6, Appendix.
Note: All Charts are for Sample of 1982 Boston Public School Graduates

- ENROLLMENT RATES VARY AMONG RACES.

Asian high school graduates have the highest post-secondary education enrollment rates (83 percent), followed by whites (56 percent), followed by blacks (49 percent) (Chart 2).

Chart 2

**Higher Education Enrollment by Race**




Source: See Table A-1, Appendix.

- ENROLLMENT RATES VARY BETWEEN SCHOOL TYPES.

Of the exam school graduates, 78 percent go on to higher education as compared with 45 percent of magnet/district school graduates (Table A-2, Appendix).

- HALF OF RESPONDENTS IN HIGHER EDUCATION ARE STUDYING ONLY.

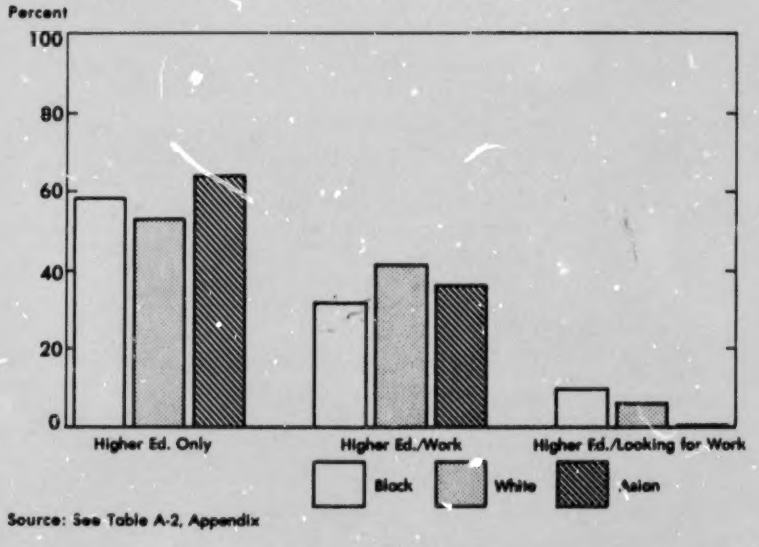
Of those at school, slightly more than half are attending school only, one third are working while going to school, and the remaining 10 percent are looking for work while enrolled in school (Table A-?a, Appendix).

- ASIAN AND WHITE RESPONDENTS GOING TO SCHOOL HAVE PART-TIME JOBS MORE OFTEN THAN BLACKS.

Among those attending school, 41 percent of whites and 36 percent of Asians are working, whereas less than one-third of blacks attending school also have jobs (Chart 3). This difference is at least partly attributable to the black unemployment problem.

Chart 3

**Work Status of Higher Education Students by Race**



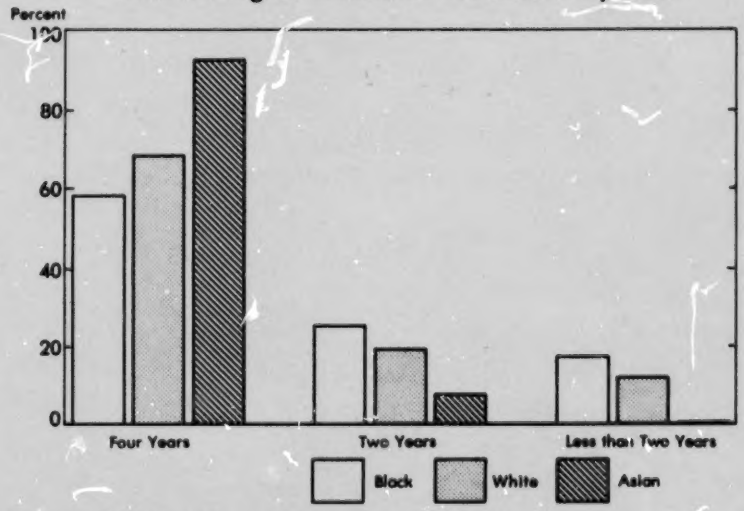

Source: See Table A-2, Appendix

- THE MAJORITY OF RESPONDENTS ENROLLED IN HIGHER EDUCATION ATTEND FOUR-YEAR COLLEGES.

Almost two-thirds of higher education students attend a four-year college (64 percent), over three times the number enrolled in two-year colleges (20 percent), and four times the number in a training institution of less than two years (15 percent). A higher proportion of white and Asian students attend four-year colleges than do blacks (Chart 4). A listing of colleges where respondents are enrolled is provided in Table A-11, Appendix.

Chart 4

Term of Higher Education Enrollment by Race




Source: Table A-3, Appendix

- ALMOST HALF OF RESPONDENTS IN HIGHER EDUCATION ARE ENROLLED IN LIBERAL ARTS OR ENGINEERING/SCIENCE.

Of those in the sample going to school, over one-half are in liberal arts or engineering/science, one-quarter are in business, and the rest are in trade

and vocational programs (Table A-4, Appendix). Sixty-four percent of Asian students are enrolled in liberal arts and engineering programs, a proportion somewhat larger than for whites (57 percent) or blacks (49 percent).

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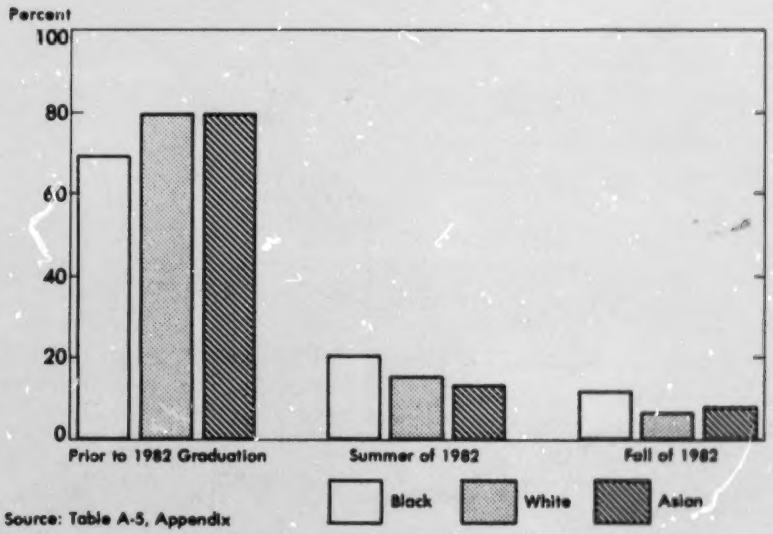
- THREE-QUARTERS OF RESPONDENTS IN HIGHER EDUCATION DECIDED BEFORE GRADUATION TO ENROLL.

White and Asian graduates in higher education (79 percent) made their educational decisions prior to graduation more often than black students (69 percent) (Chart 5). There was little difference in time of decision-making between male and female students.

Chart 5

**Time of Educational Enrollment Decision by Race**




Source: Table A-5, Appendix

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## UNEMPLOYMENT RATES

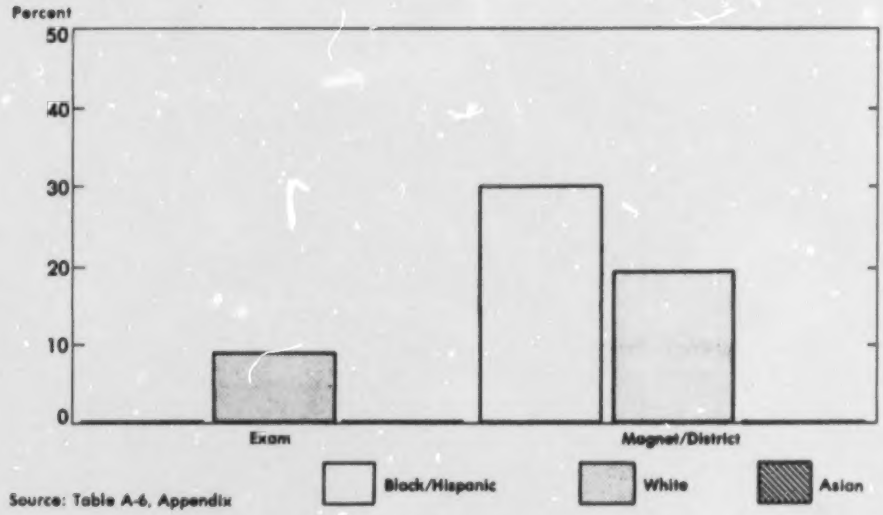
- THE UNEMPLOYMENT RATE OF RESPONDENTS WAS 20 PERCENT; DIFFERENCES EXIST BETWEEN RACES AND BETWEEN EXAM AND MAGNET/DISTRICT SCHOOLS.[5]

Blacks and Hispanics had a 26 percent unemployment rate; whites, 17 percent; and Asians, 0 percent.

Close to one-half of exam school graduates are currently in the labor force and the unemployment rate for exam school graduates is 5 percent; blacks/Hispanics, 0 percent; whites, 9 percent; and Asians, 0 percent. Roughly 60 percent of magnet/district graduates are in the labor force; their unemployment rate is 24 percent: 29 percent for blacks/Hispanics, 19 percent for whites, and 0 percent for Asians (Chart 6).

Chart 6

**Unemployment Rates by Race and High School Types**




Source: Table A-6, Appendix

[5]The unemployment rate for graduates is calculated as the number who were not working but looking for work divided by the number of people in the labor force. The labor force includes those who were working and those looking for work. It does not include the graduates who were going to school only, in the military, unable to work, or those in special programs.

GRADUATES WORKING

- OVER TWO-THIRDS OF EMPLOYED RESPONDENTS ARE IN RETAIL TRADE AND SERVICES.

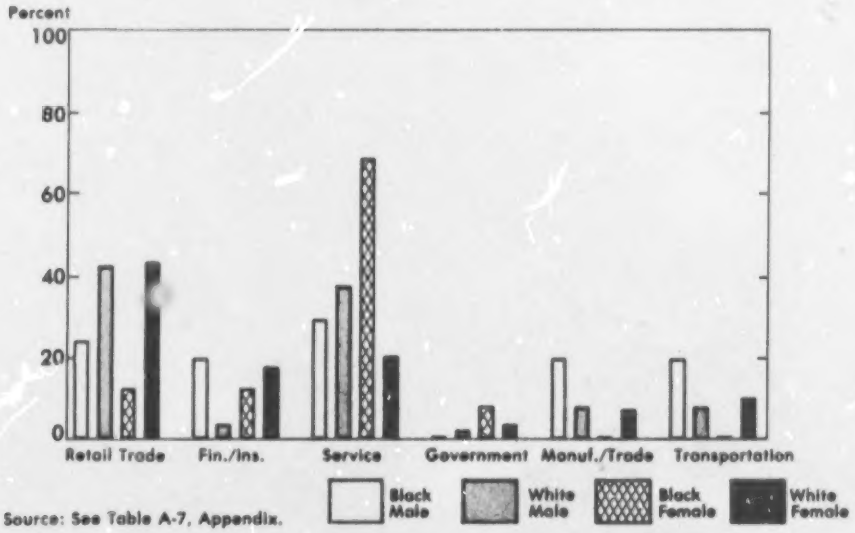
Approximately one-third of graduate workers are in retail trade, for example, stores and eating places. Over two-fifths work in services, for example, hospitals, hotels, and private households. The remaining are employed largely in finance/insurance, transportation, and manufacturing/trade. A very small number are in government (Chart 7).

- WHERE RESPONDENTS WORK DIFFERS BETWEEN RACES, PARTICULARLY BETWEEN BLACK AND WHITE FEMALES.

Close to 70 percent of black female workers are in service jobs, with 24 percent in retail trade and finance/insurance. In contrast, 60 percent of white women workers are in retail trade and finance/insurance, with only one-fifth in services (Chart 7).

Chart 7

Type of Work by Race and Sex




Source: See Table A-7, Appendix.

The difference between white and black males is less dramatic. In retailing, the proportion of white males is almost twice that of black males and in the service area, white males have a slightly larger proportion of

jobs. In finance/insurance, manufacturing/trade, and transportation they have a smaller percentage of jobs than black males.

A comparison of white males and white females shows that about equal percentages work in retail trade, and a higher percentage of females work in finance/insurance while the opposite is true of services.

A comparison of black males and females shows that a smaller proportion of black females are employed in retail trade and a larger proportion are employed in services, finance/insurance, and government.

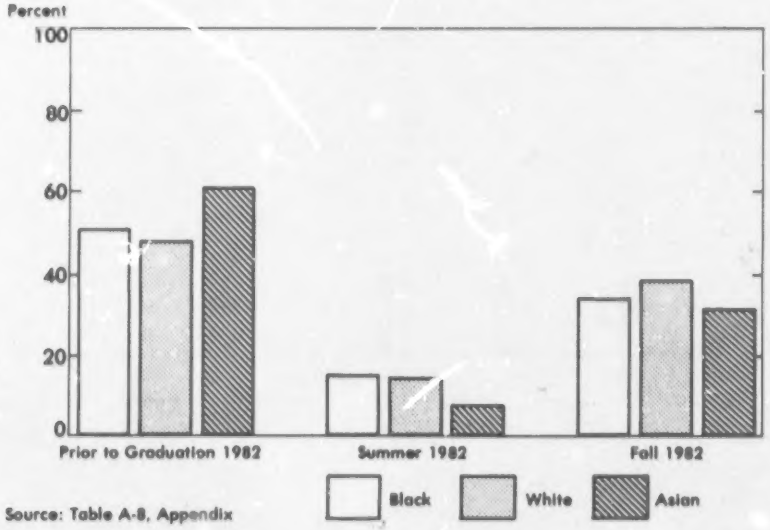
---

- ONE-HALF OF WORKING RESPONDENTS ARE CURRENTLY AT JOBS THEY STARTED WHILE IN HIGH SCHOOL.

Roughly half of working respondents, both graduates working while going to school and those working only, are working at their high school jobs. There was little difference among races (Chart 8).

Chart 8

**Time of Starting Present Job by Race**




Source: Table A-8, Appendix

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- THREE-QUARTERS OF WORKING RESPONDENTS FOUND JOBS THROUGH FRIENDS AND RELATIVES OR ON THEIR OWN.

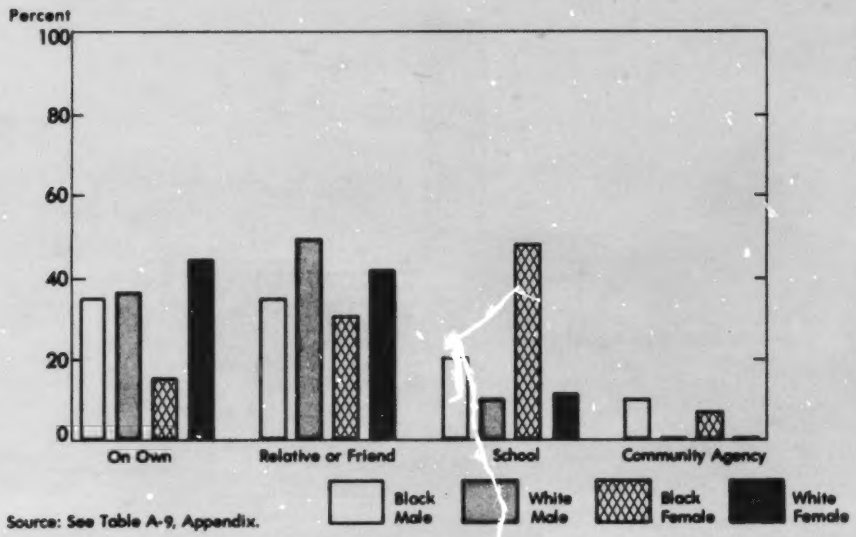
Almost two-fifths of the sample of working graduates found their jobs through relatives or friends. Almost one-third found their jobs on their own and over one-fifth relied on school. Whites and Asians relied more heavily on friends and relatives for getting a job than did blacks (Chart 9).

- HOW FEMALES FIND JOBS VARIES BETWEEN RACES.

In getting jobs on their own, white female workers were most successful (44 percent), and black and white males were roughly equal (35 percent). In contrast, the black female graduates found jobs on their own much less frequently (15 percent). Almost half of black female workers found their jobs through school, compared with 20 percent of black males and 10 percent of white males and females (Chart 9).

Chart 9

**Source of Present Job by Race and Sex**




Source: See Table A-9, Appendix.

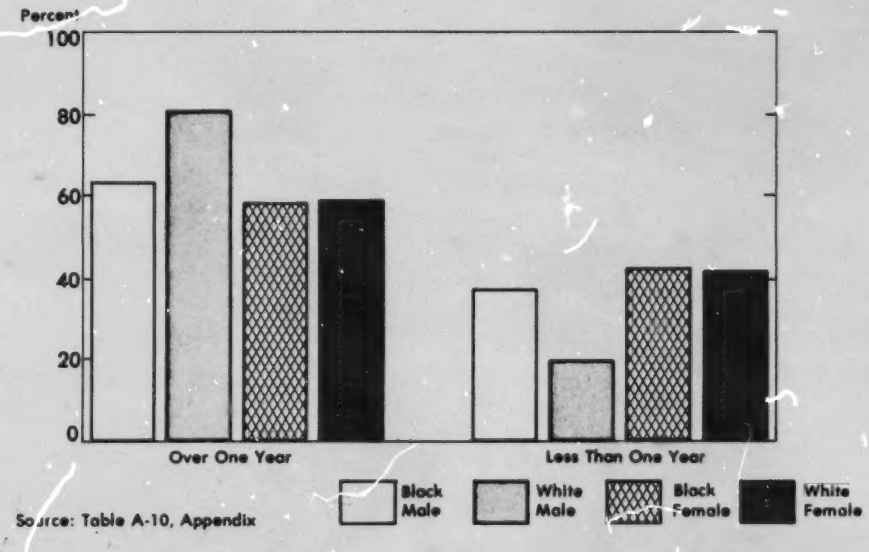
- TWO-THIRDS OF WORKING RESPONDENTS PLAN TO STAY AT THEIR JOBS FOR MORE THAN A YEAR.

The anticipated length of stay, however, varies between race/sex groupings. Eighty percent of white males saw their jobs continuing past a year, compared with 63 percent of black males and roughly 60 percent of white and black females (Chart 10).

It may be that respondents who plan to stay at their jobs are earning more than those who do not, but our survey did not collect this information. More information is needed on the types of jobs held by and wages earned by graduates.

Chart 10

**Anticipated Job Duration by Race and Sex**




Source: Table A-10, Appendix

# APPENDIX A

TABLE A-1

EDUCATIONAL AND EMPLOYMENT STATUS OF BOSTON PUBLIC SCHOOL 1982 GRADUATES BY RACE

| Educational Affiliation | Total | | | Black | | | White | | | Asian | | | Hispanic/Other | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | $W\%_{rs}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ |
| Educ. only | 96 | 31 | 29 | 34 | 28 | 28 | 43 | 31 | 30 | 16 | 55 | 52 | 3 | 17 | 17 |
| Educ. & Work | 62 | 20 | 19 | 19 | 15 | 16 | 33 | 24 | 23 | 9 | 31 | 31 | 1 | 5 | 5 |
| Educ.--Looking for Work | 13 | 4 | 4 | 6 | 5 | 5 | 5 | 3 | 3 | 0 | - | - | 2 | 11 | 8 |
| SUBTOTAL | 171 | 55 | 52 | 59 | 48 | 49 | 81 | 58 | 56 | 25 | 86 | 83 | 6 | 33 | 30 |
| No Educational Affiliation | Total | | | Black | | | White | | | Asian | | | Other | | |
| | No. | % | $W\%_{rs}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ | No. | % | $W\%_{s}$ |
| Work only | 80 | 26 | 28 | 31 | 25 | 25 | 38 | 27 | 28 | 4 | 14 | 17 | 7 | 39 | 46 |
| Military | 20 | 6 | 7 | 14 | 11 | 12 | 6 | 4 | 4 | 0 | - | - | 0 | - | - |
| Looking for Work | 21 | 7 | 7 | 9 | 7 | 7 | 9 | 7 | 6 | 0 | - | - | 3 | 17 | 12 |
| Unable to Work | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | - | 0 | - | - | 1 | 5 | - |
| Special Programs | 11 | 4 | 4 | 6 | 5 | - | 4 | 3 | - | 0 | - | - | 1 | 5 | - |
| SUBTOTAL | 138 | 45 | 48 | 63 | 52 | - | 59 | 42 | - | 4 | 14 | - | 12 | 67 | - |
| TOTAL | 309 | 100 | 100 | 122 | 100 | 100 | 140 | 100 | 100 | 29 | 100 | 100 | 18 | 100 | 100 |

$W_{rs}$ - Weighted by race and school type (exam, magnet, and district).
$W_{s}$ - Weighted by school type only.

TABLE A-2

COLLEGE ENROLLMENT RATES BY SCHOOL TYPE AND RACE

| | Total | | Black | White | Asian | Hispanic/Other |
|---|---|---|---|---|---|---|
| | % | W%* | % | % | % | % |
| Exam | 83 | 78 | 66 | 83 | 100 | 100 |
| Magnet/District | 42 | 45 | 37 | 47 | 80 | 50 |

*Weighted by race.

TABLE A-2a

WORK STATUS OF HIGHER EDUCATION ENROLLEES

| | Total | | | Black | | White | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | W% | No. | % | No. | % | No. | % | No. | % |
| Educ. only | 96 | 56 | | 34 | 58 | 43 | 53 | 16 | 64 | 3 | 50 |
| Educ. & Work | 62 | 36 | | 19 | 32 | 33 | 41 | 9 | 36 | 1 | 17 |
| Educ.--Looking for Work | 13 | 8 | | 6 | 10 | 5 | 6 | 0 | - | 2 | 33 |
| TOTAL | 171 | 100 | | 59 | 100 | 81 | 100 | 25 | 100 | 6 | 100 |

TABLE A-3

TERM OF HIGHER EDUCATION ENROLLMENT BY RACE

| Educational Institution | Total No. | Total % | Total W%* | Black No. | Black % | White No. | White % | Asian No. | Asian % | Hispanic/Other No. | Hispanic/Other % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Four-Year College/Univ.** | 115 | 67 | 64 | 34 | 58 | 55 | 68 | 22 | 92 | 4 | 57 |
| Three-year Nursing Training | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Two-Year Junior/Community | 33 | 19 | 20 | 15 | 25 | 15 | 19 | 2 | 8 | 1 | 14 |
| Other Post Secondary*** | 22 | 13 | 15 | 10 | 17 | 10 | 12 | 0 | 0 | 2 | 29 |
| TOTAL | 171 | 100 | 100 | 59 | 100 | 81 | 100 | 24 | 100 | 7 | 100 |

*Weighted by race.
**Four-year College (includes five-year programs).
***Other post-secondary schools include business, secretarial, and technical training for less than two years.

TABLE A-4

TYPE OF SCHOOL PROGRAM OF HIGHER EDUCATION STUDENTS BY RACE

| School Program | Total | | | Black | | White | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % |
| Vocational | 36 | 21 | 21 | 14 | 24 | 18 | 22 | 3 | 12 | 1 | 17 |
| Business** | 41 | 24 | 25 | 16 | 27 | 17 | 21 | 6 | 24 | 2 | 33 |
| Liberal Arts*** | 83 | 49 | 48 | 28 | 48 | 42 | 52 | 10 | 40 | 3 | 50 |
| Engineering/Science | 11 | 6 | 6 | 1 | 1 | 4 | 5 | 6 | 24 | 0 | - |
| TOTAL | 171 | 100 | 100 | 59 | 100 | 81 | 100 | 25 | 100 | 6 | 100 |

*Weighted by race.
**Business includes three-year business.
***Liberal arts includes three-year nursing.

TABLE A-5

TIME OF EDUCATIONAL ENROLLMENT DECISION BY RACE

| Time of Career Decision | Total | | | Black | | White | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % |
| Prior to 1982 Graduation | 123 | 76 | 77 | 38 | 69 | 62 | 79 | 19 | 79 | 4 | 100 |
| Summer of 1982 | 26 | 16 | 15 | 11 | 20 | 12 | 15 | 3 | 13 | 0 | - |
| Fall of 1982 | 13 | 8 | 8 | 6 | 11 | 5 | 6 | 2 | 8 | 0 | - |
| TOTAL | 162 | 100 | 100 | 55 | 100 | 79 | 100 | 24 | 100 | 4 | 100 |

*Weighted by race.

TABLE A-6

EMPLOYMENT/UNEMPLOYMENT RATES IN JAN. 1983
BY RACE AND HIGH SCHOOL TYPES

| | Total | | | Black/Hispanic | | | White | | | Asian | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | $W_{rs}$% | No. | % | $W_s$% | No. | % | $W_s$% | No. | % | $W_s$% |
| EMPLOYED | | | | | | | | | | | | |
| Exam | 33 | 94 | 95 | 7 | 100 | - | 21 | 91 | - | 5 | 100 | - |
| Magnet/District | 106 | 78 | 76 | 48 | 70 | - | 50 | 81 | - | 8 | 100 | - |
| TOTAL | 139 | 80 | 80 | 55 | 73 | 74 | 71 | 84 | 83 | 13 | 100 | 100 |
| UNEMPLOYED | | | | | | | | | | | | |
| Exam | 2 | 6 | 5 | 0 | 0 | - | 2 | 9 | - | 0 | 0 | - |
| Magnet/District | 32 | 23 | 24 | 20 | 29 | - | 12 | 19 | - | 0 | 0 | - |
| TOTAL | 34 | 20 | 20 | 20 | 27 | 26 | 14 | 16 | 17 | 0 | 0 | - |

$W_{rs}$ - Weighted by race and school type (exam, magnet, and district).
$W_s$ - Weighted by school type only.

TABLE A-7

TYPE OF WORK BY RACE AND SEX

| Industrial Type of Work Site | Total | | | Male | | | | | | Female | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Black | | White | | Other | | Black | | White | | Other | |
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Retail | 42 | 33 | 31 | 5 | 24 | 16 | 42 | 3 | 38 | 3 | 12 | 13 | 43 | 2 | 40 |
| Finance/ Insurance | 12 | 9 | 9 | 2 | 10 | 1 | 3 | 1 | 12 | 3 | 12 | 5 | 17 | - | - |
| Service | 48 | 38 | 41 | 6 | 29 | 14 | 37 | 3 | 38 | 17 | 68 | 6 | 20 | 2 | 40 |
| Government | 4 | 3 | 3 | - | - | 1 | 2 | - | - | 2 | 8 | 1 | 3 | - | - |
| Manufacturing/ Trade | 11 | 9 | 8 | 4 | 19 | 3 | 8 | 1 | 12 | - | - | 2 | 7 | 1 | 20 |
| Transportation | 10 | 8 | 8 | 4 | 19 | 3 | 8 | - | - | - | - | 3 | 10 | - | - |
| TOTAL | 127 | 100 | 100 | 21 | 100 | 38 | 100 | 8 | 100 | 25 | 100 | 30 | 100 | 5 | 100 |

* Weighted by race.

TABLE A-8

TIME OF PRESENT JOB START BY RACE

| | Total | | | Black | | White | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % |
| Prior to 1982 Graduation | 66 | 50 | 50 | 24 | 51 | 31 | 48 | 8 | 61 | 3 | 44 |
| Summer, 1982 | 19 | 15 | 16 | 7 | 15 | 9 | 14 | 1 | 8 | 2 | 28 |
| Fall, '1982 | 46 | 35 | 34 | 16 | 34 | 24 | 38 | 4 | 31 | 2 | 28 |
| Total | 131 | 100 | 100 | 47 | 100 | 64 | 100 | 13 | 100 | 7 | 100 |

*Weighted by race.

TABLE A-9

SOURCE OF PRESENT JOB BY RACE AND SEX

| | Total | | | Black | | | | | | White | | | | | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | | Male | | Female | | Total | | Male | | Female | | Total | | Total | |
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| On Own | 43 | 33 | 31 | 11 | 23 | 7 | 35 | 4 | 15 | 26 | 39 | 14 | 36 | 12 | 44 | 4 | 33 | 2 | 33 |
| Relative or Friend | 55 | 42 | 39 | 15 | 32 | 7 | 35 | 8 | 30 | 30 | 45 | 19 | 49 | 11 | 41 | 8 | 67 | 2 | 33 |
| School | 26 | 20 | 24 | 17 | 36 | 4 | 20 | 13 | 48 | 7 | 11 | 4 | 10 | 3 | 11 | 0 | - | 2 | 34 |
| Community Agency | 4 | 3 | 4 | 4 | 9 | 2 | 10 | 2 | 7 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - |
| Other | 3 | 2 | 2 | 0 | - | 0 | - | 0 | - | 3 | 5 | 2 | 5 | 1 | 4 | 0 | - | - | - |
| Total | 131 | 100 | 100 | 47 | 100 | 20 | 100 | 27 | 100 | 66 | 100 | 39 | 100 | 27 | 100 | 12 | 100 | 6 | 100 |

*Weighted by race.

TABLE A-10

ANTICIPATED JOB DURATION BY RACE AND SEX

| | Total | | | Black | | | | | | White | | | | | | Asian | | Hispanic/Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total | | Male | | Female | | Total | | Male | | Female | | Total | | Total | |
| | No. | % | W%* | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Over One Year | 76 | 67 | 65 | 26 | 60 | 12 | 63 | 14 | 58 | 39 | 72 | 26 | 81 | 13 | 59 | 8 | 73 | 3 | 60 |
| Less than One Year | 37 | 33 | 35 | 17 | 40 | 7 | 37 | 10 | 42 | 15 | 28 | 6 | 19 | 9 | 41 | 3 | 27 | 2 | 40 |
| Total | 113 | 100 | 100 | 43 | 100 | 19 | 100 | 100 | 24 | 100 | 54 | 100 | 32 | 100 | 22 | 100 | 11 | 5 | 100 |

*Weighted by race.

TABLE A-11

HIGHER EDUCATION ENROLLMENTS BY SCHOOL TYPE, IN-STATE/OUT-OF-STATE AND PUBLIC/PRIVATE

| School Type | Total No. | Total % | School Name | No. of Enrollees |
|---|---|---|---|---|
| Four Year | | | | |
| Out-of-State Public | 5 | 3 | | |
| | | | Cheyney State College | 1 |
| | | | Morgan State College | 1 |
| | | | North Carolina State University | 1 |
| | | | Pennsylvania State University | 1 |
| | | | University of New Hampshire | 1 |
| Out-of-State Private | 12 | 7 | | |
| | | | Barrington College | 1 |
| | | | Columbia University | 1 |
| | | | Columbus College | 1 |
| | | | Fairfield University | 1 |
| | | | Florida Institute of Technology | 1 |
| | | | Howard University | 1 |
| | | | Saint Anselm's College | 1 |
| | | | Southern California College | 1 |
| | | | University of Pennsylvania | 1 |
| | | | Virginia Institute | 1 |
| | | | Washington and Lee University | 1 |
| | | | Washington University | 1 |
| In-State Public | 33 | 19 | | |
| | | | Bridgewater State College | 2 |
| | | | Fitchburg State College | 3 |
| | | | Framingham State College | 3 |
| | | | Lowell State College | 1 |
| | | | Massachusetts College of Art | |
| | | | North Adams State College | 2 |
| | | | Salem State College | 3 |
| | | | University of Massachusetts (Amherst) | 10 |
| | | | University of Massachusetts (Boston) | 8 |
| In-State Private | 65 | 38 | | |
| | | | Babson College | 1 |
| | | | Bentley College | 1 |
| | | | Boston College | 6 |
| | | | Boston University | 15 |
| | | | Brandeis University | 1 |
| | | | Curry College | 1 |
| | | | Emmanuel College | 1 |
| | | | Harvard University | 2 |
| | | | Holy Cross College | 1 |
| | | | Massachusetts Institute of Technology | 1 |
| | | | Northeastern University | 20 |
| | | | Smith College | 1 |
| | | | Springfield College | 2 |
| | | | Stonehill College | 2 |
| | | | Suffolk University | 5 |
| | | | Tufts University | 1 |
| | | | Wentworth Institute | 3 |
| | | | Western New England College | 1 |
| Total Four Year | 115 | 67 | | |

TABLE A-11 (cont.)

HIGHER EDUCATION ENROLLMENTS BY SCHOOL TYPE, IN-STATE/OUT-OF-STATE AND PUBLIC/PRIVATE

| School Type | Total No. | Total % | School Name | No. of Enrollees |
|---|---|---|---|---|
| Two Year | | | | |
| Out-of-State Public | 1 | 1 | | |
| | | | Monroe Community College | 1 |
| In-State Public | 21 | 12 | | |
| | | | Bunker Hill Community College | 8 |
| | | | Mass Bay Community College | 3 |
| | | | Mt. Ida College | 2 |
| | | | Quincy Junior College | 3 |
| | | | Roxbury Community College | 5 |
| In-State Private | 11 | 6 | | |
| | | | Bay State Junior College | 1 |
| | | | Chamberlain Junior College | 1 |
| | | | Fisher Junior College | 4 |
| | | | Laboure Junior College | 1 |
| | | | Newbury Junior College | 4 |
| Total Two Year | 33 | 19 | | |
| Nursing | | | | |
| Three-Year Private | 1 | 1 | | |
| | | | Peter Bent Brigham School of Nursing | 1 |
| Total Nursing | 1 | 1 | | |
| Other Post Secondary Schools | | | | |
| In-State Public | 2 | 1 | | |
| | | | Boston Business School | 6 |
| | | | Hubert Humphrey Occupational Resource Center | 2 |
| In-State Private | 20 | 12 | | |
| | | | Boston Carpenter Training Foundation | 1 |
| | | | Bryman School | 1 |
| | | | Burdett School | 2 |
| | | | Computer Learning Center | 1 |
| | | | Hotel School of America | 1 |
| | | | ITT Technical Institute | 1 |
| | | | New Preparatory School for Boys | 1 |
| | | | Occupational Industrial Center | 1 |
| | | | Radio Electronic Television School | 1 |
| | | | Wilfred Academy (Beauty School) | 4 |
| Total Other | 22 | 13 | | |
| TOTAL | 171 | 100 | | |

APPENDIX B

QUESTIONNAIRE I (for students)

BOSTON PUBLIC SCHOOL
1982 GRADUATE SURVEY

Interviewer's Name: _____
Date: _____
Result: (please check)
No Answer: _____
Not Home: _____
Will Return: _____ Time: _____
Away at College (no response): _____
Away at College (Guardian response): _____
Refused: _____
Wrong Number: _____
Disconnected: _____
Interview Completed: _____
Interview Partially Completed: _____

Hello. May I speak with (NAME OF GRADUATE)?

This is (INTERVIEWER'S NAME) at the Boston Public School Department. We are conducting a survey of the present status of the 1982 class. We would like to collect information on what you are doing now in order to improve the educational and employment opportunities of future graduates. His/her telephone number was drawn from a random sample of the entire 1982 class.

Last week a letter was sent to you briefly explaining the survey.

1. Did you receive it?

YES. . . . . 1
NO . . . . . 2
DON'T KNOW . . . . . 3

If NO: (I am sorry it did not reach you. It was a letter to let people know we would be contacting them.)

The questions should only take about five minutes. If you have any questions about the survey at any time during our conversation, please feel free to ask.

2. What are you doing now? Are you: going to school, working, looking for work, unable to work, keeping house, or something else?

GOING TO SCHOOL (go to page 2) . . . . . 1
WORKING (go to page 3) . . . . . 2
LOOKING FOR WORK (go to page 4) . . . . 3
UNABLE TO WORK (go to page 5) . . . . . 4
KEEPING HOUSE (go to page 5) . . . . . 5
MILITARY (INTERVIEW TERMINATED). . . . . 6
OTHER _____ . . 7
(USE LAST PAGE FOR COMMENTS)

## GOING TO SCHOOL

3. Did you attend school last week part-time or full-time?

| | |
|---|---|
| FULL-TIME | 1 |
| PART-TIME | 2 |
| OTHER _____ | 3 |

4. What is the name of your school?

_____

5. In what city and state is that?

_____

6. What kind of school do you attend? Do you attend a one year (or less) training program, a two year Junior/Community college or a four year college or university?

| | |
|---|---|
| ONE YEAR (OR LESS) TRAINING PROGRAM | 1 |
| TWO YEAR JUNIOR/COMMUNITY COLLEGE | 2 |
| FOUR YEAR COLLEGE OR UNIVERSITY | 3 |
| OTHER _____ | 4 |

7. What type of program are you enrolled in? Are you taking a trade, vocational, business, liberal arts or other type of program?

| | |
|---|---|
| TRADE | 1 |
| VOCATIONAL | 2 |
| BUSINESS | 3 |
| LIBERAL ARTS | 4 |
| OTHER _____ | 5 |

8. When did you decide to enroll? Did you decide before graduation, during the summer, or this fall?

| | |
|---|---|
| BEFORE GRADUATION | 1 |
| DURING THE SUMMER | 2 |
| THIS FALL | 3 |
| DON'T KNOW | 4 |

## WORKING

9. Did you work at all last week?

YES . . . . . 1
NO . (GO TO PAGE 4). . . . . 2
REFUSAL . . . . . 3

10. Where did you work?

_____

11. What kind of business or industry? (IF RESPONDENT HESITATES: For example did you work in health, banking, insurance, retail, real estate, food service, or something else? _____

12. Would you briefly describe your duties:

_____

_____

13. Are you planning to stay at this job for more than a year?

YES . . . . . 1
NO . . . . . 2

14. When did you start this job? Did you begin during high school, this summer, or this fall?

DURING HIGH SCHOOL . . . . . 1
THIS SUMMER . . . . . 2
THIS FALL . . . . . 3
REFUSAL . . . . . 4

15. How did you find this job? Did you find this job on your own, through a friend, relative, school, community agency or someone else?

ON YOUR OWN . . . . . 1
FRIEND, NEIGHBOR . . . . . 2
RELATIVE, PARENT . . . . . 3
SCHOOL . . . . . 4
COMMUNITY AGENCY . . . . . 5
OTHER . . . . . 7
REFUSAL . . . . . 8

16. Since graduation, have you worked at any other job?

YES. . . . . 1
NO . . . . . 2

## LOOKING FOR WORK

17. Have you been looking for work during the past four weeks?

YES . . . . . 1
NO (GO TO Q. 20) . . . . . 2

18. What have you been doing in the last 4 weeks to find work? Have you checked with a public employment agency, friends, relatives, looked on your own, something else or nothing?

PUBLIC EMPLOYMENT AGENCY . . . . . 1
FRIENDS/NEIGHBORS . . . . . 2
RELATIVES . . . . . 3
LOOKED ON YOUR OWN . . . . . 4
NOTHING . . . . . 5
OTHER _____ 6

19. Do you want full-time or part-time work?

FULL-TIME . . . . . 1
PART-TIME . . . . . 2

20. Since graduation, have you held a job?

YES . . . . . 1
NO . . . . . 2

IF YES:

Did you hold this job for less than a month, 1-3 months, 3-6 months?

LESS THAN A MONTH . . . . . 1
1-3 MONTHS . . . . . 2
3-6 MONTHS . . . . . 3

(CONTINUE IF NOT LOOKING FOR WORK)

21. What are the reasons you are not looking for work? Are you not looking for work because of family responsibilities, believe no work available, can't find a job, not interested in working or something else?

FAMILY RESPONSIBILITIES . . . . . 1
BELIEVE NO WORK AVAILABLE . . . . . 2
CAN'T FIND A JOB . . . . . 3
NOT INTERESTED IN WORKING . . . . . 4
IN SCHOOL OR OTHER TRAINING . . . . . 5
OTHER . . . . . 6
DON'T KNOW . . . . . 7
REFUSAL . . . . . 8

## UNABLE TO WORK OR KEEPING HOUSE

22. What are the reasons you are unable to work? Are you not looking for work because of family responsibilities, no work available, can't find a job, not interested in working or something else?

| | |
|---|---|
| FAMILY RESPONSIBILITIES | 1 |
| BELIEVE NO WORK AVAILABLE | 2 |
| CAN'T FIND A JOB | 3 |
| NOT INTERESTED IN WORKING | 4 |
| IN SCHOOL OR OTHER TRAINING | 5 |
| OTHER | 6 |
| DON'T KNOW | 7 |
| REFUSAL | 8 |